

ACADEMIC POLICIES

Academic Policies for Admissions

Students wishing to apply for enrollment in Christian Jr./Sr. High School should contact the Admissions Office at (619) 590-2187. Once the entire application packet and fee have been received, the student will be invited to participate in entrance testing, after which the application will be reviewed for the student's academic standing. The following five areas will be evaluated:

The application will be reviewed for the student's academic standing. The following five areas will be evaluated:

Current GPA	2.5 or higher
Standardized Testing	Stanine scores in reading and math at 4 or above
Teacher recommendation	Positive feedback from teacher on student's progress
Writing sample	Evaluated for grammar, vocabulary usage, formatting, etc.
CJHS/CHS entrance exam	Stanine scores in reading and math at 4 or above

Applicants meeting 4 of the 5 criteria noted above will be invited for an interview. Applicants meeting less than 4 of the criteria above may be invited for an interview and, if admitted, will be admitted on probationary terms, including taking one or more supplementary courses (i.e. study skills, Read 360, summer school, etc.), as determined by the administration.

The application will be reviewed for the student's academic standing. The following five areas will be evaluated:

Current GPA	2.5 or higher
Standardized Testing	Stanine scores in reading and math at 4 or above
CJHS/CHS entrance exam	Stanine scores in reading and math at 4 or above

During and after the interview, the candidate's status in terms of the following areas will be evaluated:

- Are the candidate and the candidate's parents a 'mission match' for CUSSD?
- Can the candidate succeed academically at CUSSD?
- Do the candidate and the candidate's parents agree to the Statement of Faith of the district?
- Do the candidate and the candidate's parents agree to the Code of Conduct of the district?
- Do the candidate and the candidate's parents agree to the Financial Policies of the district?

Once all components have been taken into consideration, the candidate and his/her parents will be notified of the admissions decision by the Admissions Coordinator. If accepted, incoming students and their parents will be given further instructions for enrollment in the notification.

Christian Unified Schools of San Diego admits students of any race, color, nationality, and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. CUSSD does not discriminate on the basis of race, color national and ethnic origin in administration of educational policies, admissions policies, scholarship and loan programs and athletic and other school-sponsored programs.

Graduation Requirements – Junior High

7th Grade

English 7
Pre-Algebra Math 7/ Math Lab
World History/Geography7
Science 7
Bible 7
Latin
Physical Education/Elective

8th Grade

English 8/Advanced English 8
Math 8/Advanced Math 8/Math Lab
United States History 8
Science 8
Bible 8
Physical Education
Elective

If a student fails three or more required classes and does not make up the classes in summer school, he/she will be required to repeat the grade.

Graduation Requirements – High School

A student must accumulate a minimum of 55 units of credit. One unit of credit is awarded upon successful completion of each course each semester.

College Preparatory Curriculum

The College Preparatory Curriculum prepares a student for entry into state schools (i.e. University of California and California State University, etc.) and private colleges and universities

English	4 years
Mathematics	3 years (Algebra I and II and Geometry, minimum)
Social Science	3 years
Science	3 years (1 year of life science, 2 years of physical science)
Fine Art	1 year (same course)
Bible	Each semester at CHS
Health	1 semester
P. E	3 semesters
Extra academic	1 year (Math, Foreign Language, or Science)
Foreign Language	2 years (same language)
Technology Fundamentals	1 semester (course must be taken and cannot be tested out of beginning with the class of 2013; Course may be taken in Junior High)
Electives	9 semesters
Community Service requirement	65 hours (beginning with the class of 2012)

Attendance at Baccalaureate is required in order to walk at graduation. Seniors can have no more than one semester of a course deficiency in order to walk at graduation. Students with any course deficiency will not receive a diploma.

The School Term

The school term is divided into two eighteen-week semesters, with two semester grading periods, with two intermediate progress reporting periods, and two mid-semester progress reporting periods. There are seven fifty-minute classes per day.

Academic Integrity

Honest behavior is expected for all students at Christian Unified Schools of San Diego. Our goal is to create and maintain an ethical academic atmosphere. Acts of academic dishonesty, which will not be tolerated at CUSSD, are listed below:

- Cheating on any classroom assignment, test or quiz
- Plagiarism: copying or representing another's ideas, words or work as one's own without properly citing the source. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her work for another to copy, without the permission of the teacher, is also engaged in plagiarism.
- Fabrication (any falsification of invention of date, citation, or other authority in an assignment)
- Theft or alteration of materials
- Unauthorized collaboration
- Unauthorized use of electronic devices

Transfer Credits

Currently Enrolled Students

ALL courses taken outside of CHS must be preapproved by the Vice Principal of Academics in order to receive credit towards a CHS College Preparatory Diploma. Courses must be WASC-approved (or from an equivalent accrediting body) in order to be considered for CHS credit. No online courses will be approved for credit towards a CHS College Preparatory Diploma without specific written pre-approval from the Principal. To replace a CHS required course, courses taken outside CHS must be comparable to the required CHS course. In general, CHS will accept courses taken at a **community college** if the course is designated, by the community college, as a CSU/UC approved course. All courses which are sequential in nature (i.e. Foreign Languages and Mathematics) will require that the student pass the corresponding CHS final exam (with a 70% or better) in that subject in order to move into the next level class. College courses with a minimum of 3 units will be

counted as a maximum of 2 semesters of high school credit per class. Extra GPA points will NOT be given for honors or AP courses taken outside of CHS. CHS students are required to take Bible and English at CHS each semester they are enrolled.

Transfer Students

Courses currently listed on the incoming student’s transcript will be approved/denied upon review by the Vice Principal of Academics and Director of Counseling. Students will be notified of course approval/denial. Upon entry to CHS, the beginning GPA, calculated using all approved, incoming courses, will be noted on the student’s record. Transfer courses which are non-WASC accredited (or from an equivalent accrediting body) will be noted as “Credit” only (CR) on the CHS transcript and will not factor into a student’s GPA.

Grades

Grade Scale/GPA Changes
Effective August 2009

Grade GPA	Most Common Grade Scale	CHS/CJHS Current Grade Scale	CHS/CJHS Grade Scale Beginning 2009/2010	CHS/CJHS GPA Scale through 2008- 2009	CHS/CJHS GPA Scale Beginning 2009/2010	CHS Honors & AP +1.0
A+	97-100	98-100	97-100	4.00	4.33	5.33
A	93-96	93-97	93-96	4.00	4.00	5.00
A-	90-92	90-92	90-92	4.00	3.67	4.67
B+	87-89	87-89	87-89	3.00	3.33	4.33
B	83-86	83-86	83-86	3.00	3.00	4.00
B-	80-82	80-82	80-82	3.00	2.67	3.67
C+	77-79	78-79	77-79	2.00	2.33	3.33
C	73-76	73-77	73-76	2.00	2.00	3.00
C-	70-72	70-72	70-72	2.00	1.67	2.67
D+	67-69	68-69	67-69	1.00	1.33	1.33 (not weighted)
D	63-66	63-67	63-66	1.00	1.00	1.00 (not weighted)
D-	60-62	60-62	60-62	1.00	0.67	0.67 (not weighted)
F	Below 60	0-59	Below 60	0.00	0.00	0.00 (not weighted)

GPA is calculated using all High School grades in every class, except those courses which receive credit (CR) only. CHS does not disclose student rank by GPA unless the student is ranked in the top 10 of his/her class. CHS does disclose the decile ranking of each student upon request.

Teacher’s Assistants earn credit (CR) but no letter grade. Only two semesters of T.A. credits will be counted toward the 54-credit graduation requirement.

The **Valedictorian** is the student who, having attended CHS in 10th, 11th and 12th grades, has academically achieved the highest overall ranking according to the following criteria:

- Highest grade point average (at the end of the senior year)
- Number of semesters of high school credits earned
- Level of accomplishment in each academic area

The **Salutatorian** is the student who, having attended CHS in 10th, 11th and 12th grades, has academically achieved the 2nd highest overall ranking according to the above criteria.

Students who are designated **Top Ranking Juniors** at the CHS graduation ceremony are students who, having attended CHS in 10th, 11th, and 12th grades, have the 3 highest cumulative GPAs.

Honor Roll

Each semester, a Principal's Honor Roll and a regular Honor Roll are developed. Students receiving all A's are on the Principal's Honor Roll. Students receiving all A's and B's are on the regular Honor Roll.

AP Courses

All AP summer work is due on the first day of the school year, unless previously approved by the administration. All students whose summer work is not turned in on the first day will be automatically dropped from the course. Readmission to the class must be approved by the Vice Principal. **All students enrolled in an AP class are REQUIRED to take the AP test. Students will be required to pay for the test at a rate of \$100 per test taken. While CHS often proctors tests for courses not offered, the decisions to provide the extra testing opportunities are at the discretion of the administration, taking into account the number of students requesting to take the test, space available for testing, and personnel available for proctoring. Students will be notified by March 31 as to whether or not a particular test will be offered in the current school year.** In cases of emergencies, students may not be able to take the test. If a student has an emergent situation, he/she must request to be excused from the test by the Vice Principal of Academics. If an AP student is excused by the administration from the test:

- There is a \$20 fee for the unused test
- No extra GPA point will be given for second semester grade.
- Student will be required to take a final exam in the AP subject and are not required to attend regularly scheduled classes on the day of the AP exam.

Bible Grades

Enrollment in a CJHS/CHS Bible course is required each semester a student is enrolled at the school. A student who receives two successive semesters of F in Bible may be dismissed from school.

Final Exams

Finals will be given at the end of each semester in all classes. The exam will be comprehensive and will last approximately 90 minutes. While students may view a graded copy of their final exams, the exams themselves will not be returned to students for test security reasons. The weight of the exam is 20% of the semester grade in high school and 10% of the semester grade in junior high. There will be a charge of \$50 per final exam for rescheduling of an exam for reasons other than verified illness.

Second Semester Senior Final Exams

In the second semester of a student's senior year, he/she may be exempted from taking final exams if the following requirements have been met throughout the semester:

The student may have no more than 5 absences in the class. This does not include absences related to school functions (i.e. sports, field trips, etc.). It does, however, include college visits, which CHS encourages seniors to make over one of the pre-scheduled breaks (i.e. Winter Break, Easter Break, etc.).

The student must have earned a 90% or higher in the course for the semester.

The student's citizenship grade must be an E, G or S in the class.

Make-up Work

Students will be allowed time to make up work missed because of an approved absence. The time will not exceed the number of days missed, plus one day. (e.g. 3 days absence may warrant 4 days to make up the work).

Academic Probation

At the end of any semester, a student who has earned less than 2.25 GPA will be placed on academic probation. Students and parents are kept informed of grades through RenWeb. After two successive semesters of less than 2.25 GPA a student may be dismissed from CJHS/CHS.

Summer Reading

Summer reading is an integral part of the academic program at CUSSD. Each summer, students are given a Summer Reading List. The books on this list have been selected by our English department and are correlated to the curriculum in the grade the student is entering. During the first week of school, students' knowledge of the book/s will be assessed. The Summer Reading List is available on the CUSSD website, beginning in mid-May each year.

Standards/Format for Writing Papers

The standard format for all papers is as follows:

1. Typed, double-spaced: TIMES NEW ROMAN, size 12 font. Including title
2. Heading: 4 lines

<i>Student name</i>	<i>Joseph Williams</i>
<i>Teacher name</i>	<i>Mrs. Callahan</i>
<i>Course name, period</i>	<i>English I, Period 3</i>
<i>Date</i>	<i>06 February 2009</i>
3. All pages numbered: upper right corner, last name and page number; no punctuation, no “p.” or “pg.”
4. Title: centered, upper and lower case

Documentation Format: It is necessary to credit any source that is used in a paper or project.

All sources **must** be documented. Citing sources in a paper must be thorough and accurate. When a student enters CHS he/she is issued his/her own reference book with the format for documenting and citing sources. The CUSSD web site (under Library) also includes the format for documenting and citing sources, including electronic sources.

Honor Societies

The California Scholastic Federation honors students who have achieved a high academic level of excellence. The Christian High School CSF chapter receives new members at the beginning of each semester. Students must apply for membership in CSF. A life membership pin is awarded to a senior who has been a member of CSF for four of the last six semesters (one qualifying semester must be in the senior year).

Eligibility requirements - earn 10 CSF points (A=3; B=1), 7 points must be earned in academic subjects while the remaining 3 may be earned from any other subjects which requires daily homework. A student is not eligible for CSF if he/she has an N or U in citizenship at any quarter grading period. Students who belong to CSF for at least four semesters are eligible to be a Seal Bearer at graduation. Being a Seal Bearer entitles a student to special recognition and potential for scholarships honored at numerous colleges and universities throughout the U.S.

Work Permits

Students who are employed during the school year must arrange their work schedule around school and in accordance with state and federal regulations. Any student under the age of 18 is required by state law to have a work permit for regular employment. The school supplies the student with this form. The student requests the form from the Attendance Clerk, takes the form and has it completed by the employer and the student’s parents. Then, the student gives the permit form to the Attendance Clerk for processing. A work permit may be denied if a student’s school work is not satisfactory, or may be cancelled if the student’s work becomes unsatisfactory after the permit has been issued.

COUNSELING AND GUIDANCE

Counselors are available to help students with academic counseling. Further, counselors provide a limited amount of spiritual or personal guidance. Counselors meet individually with students to plan for high school courses (making sure graduation requirements are being met) and to discuss post-high school options. Students may also fill out an appointment request in the office or make an appointment in the Counseling Center to meet with a Counselor. In addition, the Counseling Center is prepared to refer students and parents to professionals outside of the CHS campus should the need arise.

Records

Christian Unified Schools of San Diego maintains the following types of student records:

Enrollment papers, attendance records, subjects taken, grades (report cards/transcripts) immunizations, health records, progress reports, special education tests, specified test results, (e.g. Stanford, SAT, STAR), discipline records, and school forms. Authorized personnel (certificated teaching and administrative persons and the secretary/registrar responsible for placing information into student files) are allowed to view specific Cumulative Files.

Whereas Christian Unified Schools is required by California law to keep a student’s *legal* name in their permanent school record, it is a matter of school policy that we enroll a student using their legal name. The student has the freedom to be called

by their middle name or a nick-name, and where possible, we will utilize this name, always keeping in mind that any official documents, ie; Report Cards, Transcripts, etc. will use ONLY the legal name.

Procedure for student or parent requesting a copy of a transcript:

1. Current student or parent of current student must log on to Family Connection (via CUSSD website, click on High School, then on Counseling Center, then on Family Connection or <https://connection.naviance.com/Christian>), go to the Transcript button of the left-hand side of the screen and order the transcript(s) there.
2. If the transcript is for a college application, and the school to which it is to be sent is uses the Common Application or provides the option for CHS to send your transcript electronically, you must “sign” the privacy waiver online before CHS can electronically send your transcript.
3. If the transcript is for a college that does not provide the option to send transcripts electronically, the student must bring an addressed (to the college), stamped (2 stamps) envelop to the Counseling Center in order for the transcript to be mailed.
4. If the transcript needs to be “official” (signed and sealed for any other purpose (i.e. scholarship, coach, & etc.), but will be hand-carried by the student, the student must bring an envelop to the Counseling Center (not addressed or stamped) and the envelop will be sealed and will be returned to the student with the transcript inside.

Alumni needing a transcript can order one in either of the following ways:

1. Go to the CUSSD website (click on high school, click on Counseling Center, click on transcript and print out the form). Fill it out and either FAX (619 201-8822) or mail it. CHS will mail the transcript to wherever you have indicated.
2. Fill out a Transcript Request Form (available in the Counseling Center or at the Receptionist’s desk). The form must be filled out completely with the appropriate information so that the Records Clerk knows whether to mail the transcript to the college or to return it to the student. If it is to be mailed an addressed, stamped envelope must accompany the transcript.

Procedure for students or parents gaining access to a student’s cumulative record:

1. The right of parents or guardians to view the school records of their children is emphasized by Federal legislation. The parent or guardian must call to make an appointment with the appropriate personnel to view the Cum File. It is necessary to understand that the Cum file is the property of CUSSD and may be viewed ONLY in the presence of a staff member. The Cum File may NOT be taken out of the office for any reason nor may the parent or guardian keep anything from the Cum File. The staff member will make copies of any document that the parent or guardian requests. Requests to view a Cum File are handled by CUSSD in an expedient manner, usually within five business days.
2. A parent or student who is 18 may request an appointment to see his/her cum file. This may be examined in the office in the presence of an administrator.

Procedure for outside party gaining access to a student’s cumulative record:

1. If the individual is a professional testing agent for a particular school or school district he/she needs to call the Registrar to schedule a convenient time for both parties to meet. The agent MUST bring with them their credentials and a SIGNED release form from the parent/guardian authorizing the viewing of the Cum File. This signed authorization MUST state:
 - i. What records are to be reviewed and WHY
 - ii. Who is to have access to the records, and
 - iii. The duration of said access
2. If the authorization is in order, the Registrar or staff member will present the Cum File and remain with the individual to explain any documents or answer any questions. The agent may NOT take anything out of the Cum File but may request copies of desired items. A copy of the authorization form will be kept in the student’s file permanently. A log will be attached to each child’s record on which will be recorded the name, date, and reason for any person, other than school officials and employees, who inspect any part of that child’s record.
3. Police officers must be accompanied by a parent or show a SIGNED release form (described in paragraph #1 above) from the parent in order to access a student’s Cum File. The only exceptions to this are if the officer comes with a Court Order or if there is suspicion of kidnapping.** A subpoena is not necessarily a Court Order. The superintendent will be contacted immediately to review the request.
4. A police officer has the right to question a student ONLY in the presence of a staff member (and without parent permission or presence) ONLY if the student is suspected of criminal activity or if it is suspected that they have direct knowledge of criminal activity. The school will attempt to reach the parents immediately in either case.
5. If a social worker comes to speak with a student, CUSSD shall provide a place for them to meet and will ask the student if he/she would like a staff member to be present during the meeting.

6. CUSSSD will NOT give out any information over the phone other than to verify date of graduation.

Procedures to be used in the event of a challenge to a student record:

1. If a parent/guardian believes there is an error on a student record that challenge must be brought to the superintendent in writing. This action must explain what record or document is considered inaccurate and whether or not the desire is that the record be modified or expunged. The superintendent or his designee will arrange a meeting with the parent/guardian and the teacher/staff who recorded the information in question to see if there is any validity to the challenge. The superintendent shall then sustain or deny the allegations. Requests to modify a Cum File are handled by CUSSD in an expedient manner, usually within 30 days. If the allegation is sustained, the superintendent shall order the correction or removal and destruction of the information.
2. If the superintendent denies the allegations, the parent/guardian may choose to write a letter of appeal to the board of the school district within 30 days of the superintendent's decision. The board shall review the challenge and make a decision whether or not to correct the record or remove and destroy the information. This decision is final. Requests to the board are handled by CUSSD in an expedient manner, usually within 30 days.
3. If the decision is unfavorable to the parent/guardian, they have the right to submit a written statement as to their position and any objections to the finding of the board. This statement shall remain in the student's Cum File until the information objected to is corrected or removed.

Procedures for Maintaining, Transferring, Referencing & Archiving Student Cum Files

1. There are two laws that govern student records in California: the Family Educational Rights and Privacy Act (FERPA or Public Law 93-380) and California Education Codes 49060 *et seq.* School districts are required to establish and maintain pupil records according to these regulations, which govern what items of information are appropriate to be placed into pupil records and how to care for them. Even though Christian Unified Schools of San Diego (CUSSD) does not come directly under these mandates, it is prudent to be aligned in all actions related to pupil records. Therefore, the above mentioned laws and codes, along with standards required through our membership in ACSI and WASC, were used as a basis for the following procedures.

What is a pupil record?:

Education code 49061 (b) "Pupil record" means any information directly related to an identifiable pupil, other than directory information, which is maintained by a school district or required to be maintained by an employee in the performance of his or her duties whether recorded by handwriting, print, tapes, film, microfilm or other means.

(d) "Pupil Record" means information relative to an individual pupil gathered within or without the school system and maintained within the school system, regardless of the physical form in which it is maintained. Essential in the definition is the idea that any information which is maintained for the purpose of second party review is considered a pupil record.

There are three types of Active Pupil Records: (5 CCR 430)

- (d)(1) "Mandatory Permanent Pupil Records" are those records which are maintained in perpetuity and which the schools have been directed to compile by California statute, regulation, or authorized administrative directive.
- (2) "Mandatory Interim Pupil Records" are those records which the schools are directed to compile and maintain for stipulated periods of time and are then destroyed as per California statute, regulations, or authorized administrative directive.
- 3) "Permitted Pupil Records" are those records having clear importance only to the current educational process of the student.

These items are kept in a "Cum" File in a designated area of the school. By assignment of the School Board and the Superintendent, the district Registrar shall be the 'custodian' of the Cum Files. The Registrar shall keep the records secure and up-to-date at all times. (5CCR 433) The Secretaries of CUSSD's two grade schools shall house and maintain the Cum Files for students enrolled in those schools and send those records to the Registrar as the student moves to the Jr. High within the district.

If an elementary student leaves the district, the Secretary shall copy the necessary documents (5 CCR 437) (listed under Transferring Pupil Records) and send the copies to the Registrar to archive before sending the Cum File to the student's new school.

Transferring pupil records:

1. If a student transfers to another school, the original Cum Folder with the contents (after copies are made) is sent to the new school-upon receipt of an official request.

2. If the student has graduated, the entire Cum Folder is archived and will, at a later date, be reduced to only the items below for permanent retention.* If a student withdraws from CUSSD and transfers to another school, copies shall be made and retained of the following items:
3. the birth certificate: listing the legal name of the student, the birth date, sex, place of birth and name and address of the parent(s) of the pupil
4. the immunization record: either the California “blue card” or the record from a doctor’s office or Health Department
5. Report cards and/or transcripts: listing all grades for coursework taken during the school year and/or during summer sessions; if the student is a graduate, the date of graduation
6. Standardized tests
7. A copy of the front of the Cum Folder with parent and address information

Reference use:

Pursuant to 5 CCR 431,433: A Cum File may be accessed in the Registrar’s Office by members of the Administrative staff of CUSSD. If teachers have questions about an item in a Cum File, they can come to the Registrar and ask to see the item. If an administrator requests a file, the Registrar will log to whom the file has gone and will then make sure it is returned in a timely manner. At NO TIME is a Cum File to leave the Registrar’s office without prior arrangement.

Archiving pupil records:

When a student has withdrawn from CUSSD and the necessary copies have been made from the Cum File, these records are archived in the File Repository Room located on the JR/SR High School Campus. These files are kept in alphabetical order in fire-proof cabinets. The Registrar is able to access these files at any time during school hours. If a student graduates from Christian High School, the Cum File is kept in the Registrar’s Office for a period of no more than 10 years. It is then, if not done already, culled of all unnecessary items* and filed in the cabinets in the File Repository Room.

* 5 CCR 437, 5CCR 16020, 5 CCR 16022, 5 CCR 16023, 5 CCR 16024, 5 CCR 16025, 5 CCR 16026, 5 CCR 16027 – Destruction of Necessary or Required Records 5 CCR 437 - Destruction of Permitted Records, Method of Destruction

Schedule Changes

During the first two weeks of a semester a student may request to add or drop a class with no penalty, with the exception of honors and AP classes. Dropping/adding honors and AP courses occurs according to departmental policy for these classes. After two weeks, no class can be added or dropped without Administrative approval. Schedule changes must be requested on the Schedule Change Form and must be submitted to the Vice Principal for approval. During peak times, this process may take up to 3 days.

Recommendations for College Applications

If a student needs a school report and/or a counselor’s recommendation, the student must give the forms (paper or electronically) to the counselor at least two three weeks before the recommendation needs to be sent. If a student needs a teacher recommendation, the student must give the teacher the form and an addressed (to the college), stamped envelope **at least three weeks** before the recommendation needs to be mailed. The teacher will mail it.

Students with Documented Learning Accommodations

CJHS/CHS works diligently to provide educational opportunities for some students with learning exceptionalities. . However, we recognize that we are not able to provide for the learning needs of all students who are exceptional and do our best to accommodate those students we accept. At the discretion of the administration, CJHS/CHS provides limited accommodations within the regular classroom for some students. Our Administration will consider all documentation, including current 504 plans, testing reports completed through the public school system or a private, licensed psychologist (completed within the last 3 years), or a current IEP/ISP (completed within the last year) but is not bound to the recommendations on those documents. Admissions decisions related to these students will be made on a case-by-case basis by the administration, and parents will be notified of the decision. It is the responsibility of the parent to maintain current documentation, as CJHS/CHS will not be able to service the learning needs of students without current documentation. Faculty representatives of CJHS/CHS, including those on our administrative team and in our counseling department, will be happy to accompany parents to meetings regarding the student’s testing, testing results, IEP updates, etc. and will serve as advocates on behalf of the parents/students. It is the responsibility of the parents to notify CJHS/CHS of the meeting date, time and place well in advance, if CJHS/CHS representatives are needed.

Generally, CJHS/CHS does not make academic accommodations outside of those listed on current documentation. Interpretation of the documentation and undocumented accommodations for students are at the discretion of the administration of CJHS/CHS. Any exceptions to this regulation must have prior administrative approval. Parents wishing to seek administrative approval for an exception should submit their request in writing to the Vice Principal no later than one week prior to the time approval is needed.

Discovery of a parent's, legal guardian's, or Organization's failure to disclose a student's known learning exceptionalities, health issues, or other issues upon enrollment in CJHS/CHS may constitute grounds for the student's immediate dismissal from the school.

Procedure for Withdrawing a Student

To withdraw a student, a parent/guardian must complete a withdrawal form available in the office. At the time of withdrawal, all library books, materials and textbooks, athletic uniforms and equipment, and financial obligations are due. Financial obligations may include, but are not limited to, outstanding tuition and extra-curricular fees. Tuition is calculated by the quarter. Any unpaid tuition is due at the time of withdrawal. Within 48 hours (2 business days), if the above mentioned obligations have not been met, a letter will be sent home listing all outstanding items and stating specifically how restitution is to be made.

The responsible party has a period of two weeks (10 business days) to return all school property or notify the school as to how the situation is to be rectified. If no communication is received within two weeks, a letter will be sent home stating that CUSSD has the right to withhold all grades, transcripts and/or diplomas as stated in the California Education code 48904(b)(1). In addition, if the student is transferring to another school, that school will also be asked to withhold all grades, transcripts and/or diplomas until notified in writing by CUSSD that full restitution has been made as stated in California Education Code 48904.3(a).

If this represents a financial hardship to the parent/guardian, CUSSD may arrange a payment plan whereby obligations will be met. This will be coordinated by the Business Office. All obligations MUST be met by the last day of the school year in which the debt was incurred.

Directory Policy

A student directory will be published each school year. It will also be accessible online through RenWeb's Parents Web. It will contain the following information:

1. Student's last name
2. Student's first name, school, and grade
3. any siblings first names, schools, and grades
4. Parents' names
5. Address
6. Home phone number

No cell phone numbers or email addresses will be published, either student or parent.

The directory will not be provided to any public profit-making agencies.

Parents are given the opportunity to "opt-out" of either the physical directory or the online directory or both annually through the Registration form.

GENERAL ACADEMIC POLICIES

Controversial Issues

CUSSD takes a strong stance on the essential issues of the Christian faith. Peripheral topics in controversial doctrine, on the other hand, are treated with care. Teachers are encouraged to explain both sides of any controversial issue, being careful not to put the other position down since we enroll students from a variety of denominations. We abide by the following statement: "In essentials, unity. In non-essentials, liberty. In all things, charity."

Make-Up Tests

Make-up tests will be given on campus twice weekly during after-school detention. Teachers who have students needing to take make-up tests during detention should have the test paper and all necessary documents (i.e. Scantron form, formula

sheets, etc.) to the detention monitor no later than 12 noon on the day of the testing/detention. Any tests received after that time will be given on the subsequent detention day. Once taken, the test will be returned to the teacher's box by the detention monitor.

If a teacher wishes to give a make-up test in his/her classroom, that is acceptable; however, the teacher is responsible for directly supervising the student who is testing. At no time should students be sent out of the classroom or be out of the presence of the teacher to take a make-up test. Students may not be sent to the office to take make-up tests.

Credit for Late Assignments**

1. Credit for daily homework assignments which are turned in late is at the discretion of the individual teacher. The teacher's classroom policy will be noted in his/her course syllabus, given to students at the beginning of the school year/semester.
2. Credit for major projects or essays which are late will be given according to the following scale. This is not the automatic grade for the assignment, but rather the maximum number of points that may be earned.

Project or essay turned in at the beginning of period on the due date (Day 1)	100%
Project or essay turned in from Day 1 through the next day/same class period (Day 2)	50%
Project or essay turned in from Day 2 through the next day/same class period (Day 3)	40%
Project or essay turned in from Day 3 through the next day/same class period (Day 4)	30%
Project or essay turned in from Day 4 through the next day/same class period (Day 5)	20%
Project or essay turned in from Day 5 through the next day/same class period (Day 6)	10%
Project or essay turned in after Day 6	0%

****Absence Policy**

Regular school attendance is required by law and is necessary for academic achievement. There are three types of absences at CHS:

Excused: Due to (a) illness and (b) professional services in connection with student's health and welfare (medical, dental, optical) (c) approved absence in writing to the Attendance Clerk two days in advance for vacation, church retreats, college/university visits (d) emergencies with approval from the administration.

Unexcused: Are all other absences. A student will not receive credit for work done or due the day of an unexcused absence(s).

Truancy: Absence for reasons which are neither acceptable to the school or approved by the parents; or where evidence shows facts have been misrepresented regarding the absence or failure to bring a signed parent note. If a student is 10 minutes late to class without a pass, he/she is considered to be truant. A truancy will not be cleared after three days. Students will not receive credit for work due on day(s) he/she is truant. Truants are tracked by the semester.

After an absence, a student returning to school must report to the office with a signed excuse if a parent/guardian has not already notified the office. A student will not be re-admitted to a class if the office has not been notified by the parent. **NO ABSENCE WILL BE EXCUSED WITHOUT A NOTE SIGNED BY A PARENT/GUARDIAN OR DOCUMENTATION OF A PARENT/GUARDIAN PHONE CALL.** It is the student's responsibility to provide documentation of an excused absence before classes begin. A tardy will be given if the student is not in his/her first period class on time.

Students can miss no more than two (2) periods in order to participate on his/her team, club, or performing arts groups, for any after-school practice or performance. Students who are sick with contagious diseases are not allowed to participate in any after-school performance/athletic event.

Dropping Grades

Although not required, teachers have the authority to choose whether or not to allow students to drop a particular grade from the gradebook once per semester, usually done at the end of the semester. The regulations for dropping grades are as follows:

1. All students must be provided with equal access to drop grades.
2. The teacher's policy on dropping grades should be noted in his/her syllabus, given to students at the beginning of the school year/semester.
3. No test, exam, project, essay, or other major grade may ever be dropped from the gradebook.
4. If the teacher allows it, students may choose either one quiz or homework grade to be dropped per semester.

Extra Credit

Extra credit is designed to assist students who, though generally progressing, have had a small number of assignments with which they have struggled. Teachers, at their discretion, have the option of providing extra credit for students. The regulations for extra credit are as follows:

1. All students must be provided equal access to extra credit.

2. The teacher's policy on extra credit should be noted in his/her syllabus, given to students at the beginning of the school year/semester.
3. Extra credit assignments should be over and above the regular class assignments.
4. At no point, should extra credit earned total more than 2% of a student's semester average.

Time on Tests

Unless a student has documented learning needs or meets criteria otherwise established by the administration, he/she is, at no time, to be given extra time in which to complete tests, quizzes or other assignments without permission from the administration.

Grade Adjustment for Move from Honors/AP/Advanced to Regular

When a student is transferred, for any reason, from an honors or AP class to its regular counterpart at any point in the semester, the student's grade will be automatically raised by 10%. For example, if a student transfers from Honors Biology with a score of 76%, when that student arrives in Regular Biology, that student's grade will become an 83% (76 +7). The maximum grade for a grade adjustment will be 90%. Placement in an honors or AP class is at the discretion of the administration.

Definition of an Honors Class

An honors class is one in which the atmosphere is further enhanced through additional material, more depth in learning, more labs, more opportunities for critical thinking, and a higher-level writing component, possibly culminating in an end-of-semester term paper.

Retesting

Unless approved by the Vice Principal, at no time should individual students be allowed to retake tests they have been previously given.

Category Percentages in Gradebook

While the bulk of categorical gradebook decisions are left to the discretion of the individual teacher, there are two categories which are regulated by policy. A teacher's grading policy should be noted in his/her syllabus, which is given to students at the beginning of each school year/semester.

1. In the Junior High, the grade book grade will count 90%, with the final exam counting the remaining 10%. In the High School, the grade book grade will count 80%, with the final exam counting the remaining 20%
2. At no time should the category containing homework grades account for more than 15% of a student's average.

Groupwork

In order to assure that work is distributed evenly among group members; all group projects must be done in-class, under the close supervision of a teacher or other qualified personnel.

Take-Home Tests

In the interest of preserving the integrity of the testing environment, take-home tests are not allowed. Students must take all tests in a setting which is closely monitored by the instructor or other qualified personnel.

Classroom Video Use

The administration does not approve of the use of movies or videos that contain vulgar or profane language, nudity, sexually explicit scenes, and portrayal of drug use or violence which are educationally inappropriate for classroom purposes and for the particular student group. All video policies also apply to the classroom use of YouTube or other similar Internet-based video viewing sites. Teachers are instructed to also use caution related to the sidebar advertisements and videos showing while viewing an Internet-based video.

A. Movies and videos rated “PG-13” or “R” may only be shown to students in grades 9-12 for instructional purposes if found to be educationally suitable and with advance approval from the principal and the vice principal. Advance notification must be given to parents and guardians when such material will be used.

B. Movies and videos rated “PG” may be shown for instructional purposes if found to be educationally suitable to students in grades 7-12 and require no advance administrative approval. Advance notification must be given to parents and guardians when such material is used. “PG” movies or videos may be shown for instructional purposes to students in grades 7-12.

C. Movies and videos rated “G” may be shown for instructional purposes only to students in grades K-12. Advance administrative approval is not necessary, nor is advance notification to parents.

D. Movies and videos that are not rated may also be considered unsuitable for particular student groups due to vulgar or profane language, nudity, sexually explicit scenes, portrayal of drug use or violence. In order to determine their suitability, such movies and videos shall be previewed by the principal and vice principal.

E. Movies published and distributed as part of the curriculum do not require preapproval as long as they fall within the guidelines above. If a teacher is in doubt, he/she should verify the video with an administrator.

If necessary, final determination on the viewing of any movie will be made by the superintendent.

Advance Notification of Parents and Guardians

Advance notification, using the form below entitled “Permission to View PG, PG-13 or R Rated Material”, of the showing of a movie or video must be given to parents and guardians by the teacher at least 15 school days in advance of the showing of the movie or video.

Permission to View PG, PG-13, R Rated, or Nonrated Material

The purpose of this form is to notify you, the parent or legal guardian, that PG, PG-13, R rated, or Nonrated material will be shown to your child's class. Please read the information below pertaining to this material. Then write your child's name in the area provided and check the appropriate line at the bottom of this form.

SIGN AND RETURN THE COMPLETED FORM TO THE TEACHER BY _____

Teacher		Course Title	
School		Teacher's Phone Ext.	
Name of Video/DVD		Rating*	

Rating Key – The system used to rate materials comes from the movie industry.

- G General Audiences
- PG Parental Guidance Suggested – Some materials may not be suitable for young children.
- *PG-13 Parents Strongly Cautioned** – Some material may be inappropriate for children under 13 years of age.
- *R Restricted** – Anyone under 17 must be accompanied by a parent or adult guardian.
- NR Not Rated – Film was never rated

****Permission required for viewing PG, PG-13, R rated or Nonrated material in school***

This material is rated because: *(Check all that apply)*

- Portrayal of Drug Use
- Violence or Gore
- Sexual Content
- Profanity or Language that is too Mature for Audience
- Brief Nudity

The teacher intends to utilize for instruction: Entire video/DVD Only segments of the video/DVD

This material has been selected by the teacher because it supports the classroom curriculum and supports one or more of the guidelines listed below for selecting appropriate materials for instruction:

- Educational Significance
- Quality Form
- Reading Level (Age Appropriate)
- Need and Value to Course
- Quality Production
- Relationship to Course of Study
- Timeliness or Permanence
- Reputation of Publisher/Producer
- Organization/Presentation of Content
- Degree of Potential User Appeal
- Valid, Accurate, Objective, Up-to-Date and Appropriate Information

The principal has been notified that a rated film will be used in the classroom for educational purposes. Yes No

Student Name: _____

- I GIVE PERMISSION FOR MY CHILD TO VIEW THE AFOREMENTIONED VIDEO/DVD.**
If you give permission for your child to view the material, appropriate assignments and/or tests will be used to evaluate the subject covered.
- I DO NOT GIVE PERMISSION FOR MY CHILD TO VIEW THE AFOREMENTIONED VIDEO/DVD.**
If you do not give permission for your child to view the material, provisions will be made for your child to have supervised, comparable instruction during the viewing time. Students whose parents do not give permission to view the material will not be penalized.

Parent/Guardian Signature

Date

SB80204

Teacher will retain signed copy for the duration of the school year.

Please call the teacher at the phone number listed on this form if you have questions regarding this material.

Lesson Planning Guide for PG, PG-13, R Rated or Nonrated Materials

Teacher Name _____ Date Submitted for Approval _____

Grade Level(s) _____ Subject _____

Title of Material _____ Rating _____

Reason for rating:
___ Portrayal of Drug Use ___ Sexual Content ___ Brief Nudity
___ Profanity or Language that is too Mature for Audience ___ Violence or Gore

Date(s) materials will be used _____

___ Entire video/DVD will be shown ___ Only segments of the video/DVD will be shown

This material has been selected because it supports the classroom curriculum and supports the guidelines listed below for selecting appropriate materials for instruction. Check all that apply.

- ___ Educational Significance ___ Quality Form ___ Reading Level (age appropriate)
___ Need and Value to Course ___ Quality Production ___ Relationship to Course of Study
___ Timeliness or Permanence ___ Organization/Presentation of Content ___ Reputation of Publisher/Producer
___ Degree of Potential User Appeal ___ Valid, Accurate, Objective, Up-to-Date and Appropriate Information

This material meets the following curriculum objective(s) and or California State or National Standard(s)

State the compelling reason for using this material _____

What is the expected educational result after using this material? _____

I will send home a Permission to View Rated Materials form to the parents/guardians of students in the class(es) that will be viewing this material. I will arrange for students that do not have permission to view the material to have supervised comparable instruction/assignments/materials during the viewing time.

Describe alternative instruction/assignments/materials below:

I have previewed the entire video and have found it appropriate for classroom use. ___ Yes ___ No

I understand that approval may be granted only for the above teacher to use as part of direct instruction and does NOT allow approval for use of the material by substitute teachers. ___ Yes ___ No

I am familiar with Fair Use Guidelines portion of the copyright laws and understand the law does not permit the showing of videos/DVDs for rewards, recreation, or entertainment.

Teacher Signature _____

Date _____

COMPLETED FORM MUST BE SUBMITTED FOR APPROVAL BEFORE THE MATERIAL IS SHOWN TO STUDENTS.

Department/Grade Level Chairperson Signature _____

Date _____

Principal Signature _____

Date _____

DEPARTMENT ACADEMIC POLICIES

Bible Department

1. Students are required to take a Bible class every semester they attend CJHS/CHS. There are no exceptions, including taking off campus classes, except with the express permission of the school's administration.
2. Bible class is a place where students can grow spiritually in an atmosphere that is nurturing and relational. However, it is also an academic course, so academic course work is given as it is in any other academic class. Tests, essays, class work, projects, quizzes, and finals are all given in this class. In addition, citizenship grades are also recorded.
3. Every Bible teacher gives an appropriate amount of Bible verses to learn each week. Verse quizzes take place at the end of each week.
4. Teachers have the ability to regulate their late homework policy, *in accordance with late homework policies noted above*.
5. Extra credit is limited to 2% of a student's grade.
6. Students who fail a Bible class must make up the course over the summer, after first having the summer course approved by the Vice Principal.
7. Students who fail Bible class for two consecutive semesters may be expelled from this school for the following semester.
8. Students who continually resist the Bible class (mocking material, demeaning the Christian life, etc) may be subject to dismissal.
9. A special "0" period Bible class for seniors may be available through an application process at the end of the junior year. Student applications are reviewed by the administration, the instructor of the Zero Period course, and the junior Bible teacher and are approved or denied by the same. Students who want to be in this class are required to fulfill Summer Reading requirements. Those who have not completed the summer reading by the first day of school will be alternatively placed in a regular, senior Bible class. The class carries a normal 4.0 scale. Students enrolled in the class may not switch to the regular Bible class mid-year. Students must also maintain a C or better grade in the course or they will be asked to leave at the semester. Spiritual formation is emphasized in this class, with special projects emphasized.

English Department

1. Standards for written work
 - a. Heading: name, date, assignment or page number in upper right-hand corner
 - b. One inch margins on each side of the paper
 - c. Neatness: no tears, frayed edges, no wrinkled or torn papers
 - d. Legible writing, complete sentences when so instructed
 - e. On time (see late work policy above)
2. Standards for essays and research papers
 - a. Modern Language Association standards: *A Writer's Reference*, Diana Hacker
3. Make up work
 - a. The English Department does not accept late work, except as school policy allows for it.
 - b. For major projects and/or research papers, a teacher may include in his/her instructions that the assignment be turned in on the due date whether the student is in attendance or not, or the student will be subject to the school's policy for late work.
 - c. If a student is on campus but not attending certain classes, a teacher may require that a student turn in assignments before missing his/her class. This applies in situations when an absence has been pre-arranged, (i.e. early release for sports, representing the school in choir or drama, chapel participation, pep rally set up, etc.).
4. Entrance placement into Advanced 8, Honors I, Honors II, Honors III, or AP
 - a. 85% in previous advanced/honors level English class or 95% in previous regular English class
 - b. Successful completion of summer reading and accompanying assignments due the first school day of the fall semester. Students in honors or AP courses who do not have their summer work prepared for the first day of school will be moved to regular level classes at the discretion of the administration.
 - c. Continuing in Advanced 8, Honors I, Honors II, Honors III, or AP second semester
 - i. 85% first semester
 - d. Students enter the Advanced, Honors, and AP English classes from regular English classes at the fall semester only.
5. Advanced Placement English exam
 - a. All students taking AP English are required to take the AP exam and pay the AP exam fee.
 - b. AP English students may not miss classes to prepare for the AP English exam.
 - i. Such absences are counted as truancy.
 - c. AP English students will not attend any regular classes on the day of the AP English exam.
 - d. An AP English student who fails to take the exam:
 - i. Will pay a fee for the unused test
 - ii. Will take an English final exam

- iii. Will **not** be assigned the extra GPA point for second semester
- 6. Standards for Outside Reading
 - a. Audio books are not accepted for Outside Reading credit.
 - b. Graphic novels are not accepted for Outside Reading credit
 - c. VII. Integrity
 - d. Upon the second offense of academic dishonesty a student will be dropped from an advanced, honors or AP English class (see behavioral code).
- 7. Integrity
 - a. Upon the second offense of academic dishonesty a student may be dropped from an Advanced, Honors or AP English class (see behavioral code).

Fine Arts Department

Since courses are varied in nature, the policies of each course are listed on the course syllabus. The expectation, however, is that they do not conflict with general academic policies and, if they do, the general academic policy prevails.

Foreign Language Department

1. General Policies

- a. Continuing to the next level
 - i. Dependent on class and level. See below.
- b. Grade adjustment for a move to a lower level Spanish class.
 - i. Add 10% with a max of 90% for a move from honors to regular class
- c. Criteria for moving back into the honors program
 - i. If moved out must wait until next academic year to reenter the honors program
 - ii. 95% in the regular class
- d. What makes an honors class?
 - i. Extended writing
 - ii. Extended reading
 - iii. Formal presentation projects
 - iv. Deeper exploration into the culture, values, and history of the language

Specific Course Placements

1. 8th grade Spanish I

- a. Entrance placement
 - i. 93% or above in 7th grade English
- b. Continuing in class
 - i. First semester- under 80% student is removed from the class. Will have to take 1st semester over again next year as a 9th grader.
 - ii. First semester Final - -under 60% - student is removed from the class. Will have to take 1st semester over again next year as a 9th grader, regardless of total grade.
- c. Advancement to Spanish II
 - i. 80% class average both semesters
 - ii. 65% final exam average for 2nd semester
 - iii. 90% average on the Spanish II entrance exam to take Spanish II without taking Spanish I
- d. Advancement to Honors Spanish II
 - i. 93% class average for the second semester
 - ii. 80% final exam average for the second semester
 - iii. 95% average on the Spanish II entrance exam to take Honors Spanish II without taking Spanish I

2. High School Spanish I

- a. Entrance placement
 - i. open enrollment
- b. Continuing in class
 - i. First semester- under 73% student is removed from the class. Will have to take 1st semester again.
 - ii. First semester Final - -under 60% student is removed from the class. Will have to take 1st semester again, regardless of total grade.
- c. Advancement to Spanish II
 - i. 73% class average both semesters

- ii. 65% final exam average for 2nd semester
 - iii. 90% average on the Spanish II entrance exam to take Spanish II without taking Spanish I
 - d. Advancement to Honors Spanish II
 - i. 93% class average for second semester
 - ii. 80% final exam average for second semester
 - iii. 95% average on the Spanish II entrance exam to take Honors Spanish II without taking Spanish I
- 3. Spanish II**
- a. Entrance placement
 - i. Must have meet all the Spanish I passing requirements
 - b. Continuing in class
 - i. First semester- under 73% student is removed from the class. Will have to take 1st semester again.
 - ii. First semester Final - -under 60% student is removed from the class. Will have to take 1st semester again, regardless of total grade.
 - c. Advancement to Spanish III
 - i. 73% class average both semesters
 - ii. 70% final exam average for 2nd semester
 - iii. 85% average on the Spanish III entrance exam to take Spanish III without taking Spanish I (or Spanish II)
 - d. Advancement to Honors Spanish III
 - i. 93% class average for 2nd the semester
 - ii. 80% final exam average for the second semester
 - iii. 90% average on the Spanish III entrance exam to take Honors Spanish III without taking Spanish I or II
- 4. Honors Spanish II**
- a. Entrance placement
 - i. Must have met all the Honors Spanish II placement requirements
 - b. Continuing in class
 - i. First semester- under 80% student is removed from the class. Will have to take 2nd semester with regular Spanish II class
 - ii. First semester Final - -under 75% student is removed from the class. Will have to take 2nd semester with regular Spanish II class. Even if total grade is higher than a 80%.
 - c. Advancement to Honors Spanish III
 - i. 85% class average for the 2nd semester
 - ii. 80% final exam average for 2nd semester
 - iii. 90% average on the Spanish III entrance exam to take Spanish III without taking Spanish I or II
- 5. Spanish III**
- a. Entrance placement
 - i. Must have met all the Spanish II passing requirements
 - b. Continuing in class
 - i. First semester- under 73% student is removed from the class. Will have to take 1st semester over again next school year
 - ii. First semester Final - -under 70% student is removed from the class. Will have to take 1st semester over again next school year. Even if total grade is higher than a 70%.
 - c. Advancement to AP Spanish
 - i. End the year with 90% or better
 - ii. 80% average on both finals
 - iii. Must pass the Entrance Exam with an 80% average.
 - iv. Completion of summer work will reflect Entrance Exam grade.
- 6. Honors Spanish III**

- a. Entrance Placement
 - i. Must have meet all the Honors Spanish III placement requirements
- b. Continuing in class
 - i. First semester- under 80% student is removed from the class. Will have to take 2nd semester with regular Spanish III class
 - ii. First semester Final - -under 75% student is removed from the class. Will have to take 2nd semester with regular Spanish III class. Even if total grade is higher than an 80%.
- c. Advancement to AP Spanish
 - i. End the year with 85% or better
 - ii. 75% average on both finals
 - iii. Must pass the Entrance Exam with an 80% average.
 - iv. Completion of summer work will reflect Entrance Exam grade.

7. AP Spanish

- a. Entrance placement
 - i. Must have completed all AP Spanish placement requirements.
 - ii. Native Speakers: Must pass the Entrance Exam with an 80% average.
- b. Continuing
 - i. First semester- under 80% drop class
 - ii. First semester final – under 75% student is removed from the class
- c. AP Spanish specifics
 - i. Required to take the AP Spanish Language Exam in May
 - ii. Required to do homework over weekends and breaks
 - iii. Required to use Blackboard for online assessment and activities
 - iv. Required to complete summer work for turn-in on first day of class.

History Department

Office hours and appointments around normal school hours.

Parents and students must check RenWeb and Blackboard daily for assignment updates.

Jr. High

1. 910.1 Classes

- a. Currently history classes at Christian Jr. High consist of World History/Geography in the 7th Grade and U.S. History in the 8th Grade.
- b. All classes must be taken in the following procession described above.
- c. Currently enrolled students aspiring to receive credit for history classes taken outside of Christian Jr. High School must past a final exam produced by the history department based on the California Standards.
- d. In order to receive credit for history classes taken at Christian Jr. High students must pass the semester of instruction according to established school-wide grading policies

2. Grading and Homework

- a. All classes (College Prep and AP) consist of test, quizzes, projects, homework, class work, and at time participation grades.
- b. Grades are computed on a point or weight system, and are broken down accordingly to the teacher's discretion, in accordance with school-wide policy.
- c. Extra credit is limited to the 2% limit as according to school-wide policy.
- d. Late homework policies, in accordance with school policy, for each class can be found in the syllabi given at the beginning of the school year. Late homework policies for each class can be found in the syllabi given at the beginning of the school year and must be in accordance with overall school policy regarding late work.

High School

1. 910.5 - Classes

- a. Currently courses in the History Department consist of World History, U.S. History, Government, and Economics.

- b. All classes must be taken in the following procession in order ensure prior knowledge and cognitive abilities which will enable a student to process new knowledge being presented. Students not enrolled in the proper grade must still take the course in the proper order. All classes must be taken in the following procession in order ensure prior knowledge and cognitive abilities which will enable a student to process new knowledge being presented.
- c. World History (9th Grade)
- d. U.S. History (11th Grade)
- e. Government (12th Grade)**
- f. Economics (12th Grade)** **Note: Government and Economics must be taken in the senior year but may be taken in either semester, as offered.
- g. Currently enrolled students aspiring to receive credit for history classes taken outside of Christian High School must past a final exam produced by the history department based on the California Standards.
- h. In order to receive credit for history classes taken at Christian High students must pass the semester of instruction according to established school-wide grading policies.

2. Grading and Homework

- a. All classes (College Prep and AP) consist of test, quizzes, projects, homework, class work, and at time participation grades.
- b. Grades are computed on a point or weight system, and are broken down accordingly to the teacher's discretion, in accordance with school-wide policy.
- c. Extra credit is limited to the 2% limit as according to school-wide policy.
- d. Late homework policies for each class can be found in the syllabi given at the beginning of the school year and must be in accordance with the overall school policy regarding late work..

3. 910.6 - Advanced Placement Classes

- a. Advanced Placement Courses offered in the history department on a rotating basis consist of World History, U.S. History, and Government.
- b. Advanced Placement can only be taken in the grade levels specified unless permission is given by the administration and department chair.
 - i. World History (10, 11, and 12th Grade)
 - ii. U.S. History (11 and 12th Grade)
 - iii. Government (12th Grade)
- c. All students desiring to take an Advanced Placement History course must follow the guidelines concerning the summer work given by the specific teacher and those of the school. All students desiring to take an Advanced Placement History course must follow the guidelines concerning the summer work given by the specific teacher and those of the school. Summer work must be submitted in order to take the AP entrance exam, except for the case of late enrollment
- d. Before being given their summer work and textbook students and parents/guardians must sign a "Contract to Pursue Academic Excellence" administered by teachers of specific AP classes (please see sample attached). Any break in the contract may cause the removal of the student by the teacher or administration.
- e. Students who drop an AP class or are removed by a teacher or administrator will be transferred to a College Prep Class (except for AP World History). The student's grade will carry over, but will be adjusted according to school policy.
- f. All students taking AP history courses are required to take the exam in May and pay the exam fee.
- g. All school-wide policies referring to Advance Placement classes also apply.

4. 910.7 Grading and Homework

- a. All classes consist of test, quizzes, projects, homework, class work, and at time participation grades.
- b. Grades are computed on a point or weight system, and are broken down accordingly to the teacher's discretion in accordance with school policy.
- c. Extra credit is limited to the 2% limit as according to school-wide policy.
- d. Late homework policies, in accordance with school policy, for each class can be found in the syllabi given at the beginning of the school year.

International Program

See International Program financial policies, statement of parental support, articles of faith and acceptance conditions.

- A. Students must meet the **graduation requirements** to receive a diploma:
1. must prove that all transfer credits meet CUSSD 's standards in content and contact hours
(may have to repeat a class and loose previous credit)
 2. must pass all required classes with a minimum grade of D (Minimum grade is C for UC schools)
- B. Students must take a “full load” (7 classes per semester) in order to maintain student-visa status
- C. Students may exit the HILT program, challenge a placement, or move to the next level upon meeting all the following **minimums** including:
1. **score** on the TOEFL
 2. **grade** above “B minus” in the last HILT English class
 3. **class exit** requirements:
 - a. ESL English II
477 (153 CBT, 53 iBT);
Coherent Sentences (16 iBT);
Cursive writing
 - b. ESL English III
500 (173 CBT, 61 iBT);
Coherent Paragraphs (18 iBT);
Technology Fundamentals;
MLA Format;
Basic Phonics
 - c. Advanced English Reading Writing and Grammar
550 (213 CBT, 80 iBT);
Coherent Essays (20 iBT);
5 paragraph essay format;
Compare/Contrast writing;
Cause/Effect writing;
Persuasion writing
- D. Students will be able to take the following English classes based upon progress in Advanced English:
1. English 9: Grade of B or C with writing review needed
 2. English 10: Grade of B with average writing ability
 3. English 11: Grade of A with above average writing ability
 4. English 12: Grade of A+ with excellent writing ability
- E. Students may be placed in any regular, honors, or AP class after **meeting prerequisite** requirements and after careful review by the International Director and the classroom teacher.
- F. Appeals to any placement will be decided by the Vice Principal of Academic Affairs and are final.

Transcript Requirements and Credit Information

- A. Official transcripts are required of all students entering grades 9-12:
1. Grades 9-11: A copy of an officially STAMPED transcript will be accepted for initial screening
 2. **Official** Stamped transcripts must be included with the final application
 - a. a stamped original-language transcript
 - b. a stamped officially-translated English-language transcript

3. **NO** reconsideration for past work will be given for **ALTERED or CHANGED** transcripts
4. To play sports in 9-12, another **official** transcript must be submitted to CIF approved translators
5. Grade 12 students are not presently being accepted. The following is for exceptional decisions:
Officially STAMPED transcripts must be in with the application for initial screening
 - a. a stamped original-language transcript
 - b. a stamped officially-translated English-language transcript
 If exceptional acceptance is granted, senior must take a **full load** (14 credits) for a CHS diploma.
Minimal college counseling/transcript assistance is available for senior transfer students.
6. All students must be under age 20 at time of graduation to be accepted.

B. Grades 9-11 Credits: (all subjects taken must be verified as to hours and content)

1. Out of Country Transcripts:
 - a. all **accepted** subjects will receive a “Credit” — not a letter or number grade *
 - b. the maximum number of transfer credits for grade 9 is 7 classes (14 CHS credits) usually:
 - (i) EFL English
 - (ii) World History (combination of geography/history/politics)
 - (iii) Math
 - (iv) Physical Science (combination of both physics and chemistry)
 - (v) Computer/Technology **OR** Fine Arts (2 semesters of the same art)
 - (vi) Foreign Language II (if educated in 1st language for 2 semesters through grade 9)
 - (vii) PE (physical education)
 - c. the maximum number of transfer credits for grade 10-11 is 7 classes (14 CHS credits)
 - (i) only clearly defined course work will be accepted as equivalent
 - (ii) hours in class per week or units of credit must be equivalent to CHS
 - (iii) unmarked / undefined subjects will receive a credit only
 - (iv) honors or IB grades issued by accredited institution receive CHS grades *
 - d. all students must take a **full load** (14 CHS credits) to remain in SEVIS (I-20) status
 - e. second semester grade 11 transfer students must go to summer school for US History
2. Out of State Transcripts:
 - a. all credits from regionally accredited schools will receive the letter grade issued
 - b. all credits from any non-accredited school will receive “Credit” – not a letter or number grade
 - c. the maximum number of credits for 9-11 is 7 classes (14 CHS credits)
 - d. all course work must be clearly defined to receive equivalent CHS credit

C. Grade 12 Credits: (Grade 12 students not presently accepted) Exceptions only:

1. All Out of Country transfer rules above apply
2. All Out of State transfer rules above apply
3. All Official transcripts must be turned in with the application

D. Grades 1-8

1. A copy of an officially STAMPED transcript will be accepted for initial screening
2. Official transcripts must be included with the final application
3. The past two years’ grades are required

E. Charges for Transcript Requests

1. For presently enrolled students applying to college, no charge
2. All other requests are \$10.00 each must be paid for in advance.

Library/Media

910 Library Policies - Secondary

1. **Mission Statement:** The Christian Junior/Senior High School Library Media Center seeks to provide students, teachers, and administrators with current, accurate, and easily accessible information on topics researched for assignments and read for pleasure.

Administrators, faculty, and students may check out books and periodicals from the Library Media Center (LMC). Faculty only may check out non-print media, such as videos and DVD’s. Teachers should give the

Library Media Teacher information on any library books or other media needed for curricular support. The LMT and the Department Head will then collaborate as to the purchase of requested items. Any media purchased with school funds should be brought to the LMC by the end of each school year to be processed. Teachers are invited to weed obsolete media from library shelves each year. Outdated or ineffective videos/DVDs and other media should be pulled out of circulation, making room for current, highly recommended titles. The city and county public libraries may also be used by our faculty and students. Instruction will be presented to students by the LMT as to the use of public libraries and their websites.

2. 910.1 Hours

- a. The LMC is open from 7:30 a.m. to 4:00 p.m. each regular school day. Individual students may use the LMC during these hours, but only with a properly filled-out library pass during class time. One class at a time, with the regular teachers, may use the library by previous arrangement. The LMC is not to be used as a test makeup center or physical education, unless absolutely necessary at the discretion of the administration.

3. 910.2 Borrowing Library Materials

- a. Books and other media must be brought to the charging desk and checked out with a library card. Cards are non-transferable. Use of the library card is agreement on the part of the borrower for responsibility and timely return of the borrowed items. The library charge card may be used to place reserves on books currently checked-out.

4. 910.3 Length of Time Charged Items May be Kept

- a. Faculty may borrow non-print media two weeks, regular books four weeks, limited loan items five days, and reference books overnight. Students may borrow regular library books two weeks and limited loan items one to five days, depending on the item.

5.910.4 Fines

- a. Books and other media may be returned anytime on or before the due date. A fine will be charged for each school day that an item is overdue. Fines are to be paid when items are returned, or within one or two days if this is not possible. An extra fee is added onto the fine if payment is delayed to the end of the semester. No items may be borrowed by anyone owing a fine.

6.910.5 Lost Items

- a. Lost items are to be reported to the LMC as soon as they are missed. Lost items must be paid for by the patrons who checked them out. A patron may be reimbursed for a lost item if it is found, returned, and has not been replaced yet.

7.910.6 Professional Books, Periodicals, and Non-Print Media

- a. The Teacher Reference section of the LMC contains some helpful supplemental teaching materials. The non-print media section of the LMC contains videos, DVDs, and other media for curricular support, arranged by subject areas. Teachers are to borrow only the media purchased for their particular subject area. Example: since *Julius Caesar* was purchased for the 10th-grade English curriculum, it is not to be used by the 9th-grade World History teacher for his classes, even though he teaches about Julius Caesar.

8.910.7 (See 910.8 Selection Policy, subsection entitled Challenged Materials)

9.910.8 Selection Policy (This replaces the old "Library Acquisition" section. It was rewritten and approved by the Board, July 1992)

As stated in ACASI's Evaluative Criteria handbook for accreditation, Section 13, "The Christian school media center should be an integral factor in the instructional program of the school. It should be a vigorous center for the promotion of learning. The book collection should be of high quality both in number and in the balance among the major classification. Instructional media machines and materials should be adequate and in good repair" (p. 70) This manual also recommends that faculty members should be involved in choosing those books and materials which will enrich their classroom instruction. Money should be budgeted in a balanced effort to achieve media center goals. Following are some objectives of the Library Media Center.

a. OBJECTIVES

- i. The LMC functions to implement, enrich, and support the total educational program of the school. Through careful acquisitions, a wide range of materials at varying levels of difficulty have been and are being sought. Such materials offer a diversity of appeal and the presentation of different points of view. These selections are made with the following objectives in mind:

1. To support and enrich the curriculum by providing materials that give consideration to varying student interest, ability, and maturity.
 2. To provide materials that stimulate student growth in factual knowledge, appreciation of good literature, and ethical standards.
 3. To offer a biblical Christian view of factual information to aid students in developing a godly perspective of man and creation.
 4. To provide materials that present varying viewpoints on issues so that students under guidance may have an opportunity to develop a practice of critical analysis of all media.
 5. To provide materials that will be representative of the many cultural, ethnic, and religious backgrounds represented in our society and their contribution to our heritage.
 6. To provide the best possible selection for our students in accordance with our stated school philosophy, giving support of our beliefs where available and practicable.
- b. RESPONSIBILITY
- i. The CUSSD Board of Directors is legally responsible for all materials relating to the operation of Christian Jr./Sr. High School. The professional staff of the school shall select instructional materials according to the objectives and criteria stated in this policy.
 - ii. Selection of materials involves the Vice Principal, teachers, and Library Media Teacher (LMT). Coordination of the selection process and the recommendation for purchasing is the responsibility of the LMT.
- c. CRITERIA
- i. The first priority in the selection of materials are the needs based on curriculum offerings and the existing collection. Consideration of the following points should be made in the purchase of materials:
 1. Overall purpose and philosophy
 2. Timeliness or permanence
 3. Importance of subject matter
 4. Quality
 5. Readability and appeal
 6. Authoritativeness
 7. Reputation of publisher or producer
 8. Reputation of author or producer
 9. Format and price
 10. Proper language
 11. Absence of lewdness and/or perversion
 12. Absence of bizarre violence or violence for violence sake
 - ii. Opposing viewpoints will be covered in all areas except where immorality is concerned. An appropriate statement is placed in each book covering areas where Christian Unified Schools may have differing views than those presented in the book. It is as follows:
 1. TO THE STUDENTS:
 2. The fact that this volume is being used by Christian Unified Schools does not mean that the school necessarily endorses its contents from the standpoint of morals, philosophy, theology, or scientific hypotheses. The position of Christian Unified Schools on these subjects is based on traditional, moral and Biblical values.
 3. In order to standardize class work, it is sometimes necessary to use textbooks whose contents the school cannot wholly endorse.
 4. CHRISTIAN UNIFIED SCHOOLS
 5. El Cajon, California
 - iii. The secondary level is viewed as college preparatory. This level may be the only opportunity the student has to acquire an understanding and a Christian view of secular philosophies, especially humanism and evolution. Thus, source works with a non-Christian viewpoint are included (i.e., *Communist Manifesto*, *Origin of the Species*, etc.). However, works that use these basic secular philosophies, but are not easily recognizable

should be omitted or put into a teacher's library. Works evaluating these philosophies from a Christian worldview must be included.

d. PROCEDURE

i. The LMT will evaluate the existing collection and make the following consultations in selecting materials for purchase:

1. Reputable, professional selection aids
2. Specialists from all departments
3. Any selection committees
4. The LMT will handle specific areas as follows:
 - a. Gift materials will be judged by the basic selection standards.
 - b. Multiple items will be purchased as demand requires.
 - c. Worn and missing standard items will be replaced periodically.
 - d. Obsolete materials will be withdrawn.
 - e. Sets of materials will be purchased on the basis of demonstrated need.
 - f. Withdrawn materials will be replaced with up-dated materials as budget allows.

e. CHALLENGED MATERIALS

i. There will be instances when a student or his parents may object to a selection in spite of careful professional judgment being exercised in the selection of materials for student and teacher use. In the event of a complaint, the following procedures apply:

1. Listen courteously, but make no commitment.
2. Invite the complainant to submit his objections in writing so that a formal complaint may be filed.
3. Temporarily withdraw the material pending a decision.
4. Inform the principal and the Vice Principal.
 - a. A committee of the principal, Vice Principal, the Library Media Teacher, and at least three other staff members will:
 - i. Read and examine the materials referred to it.
 - ii. Check general acceptance by reading reviews.
 - b. Weigh the values and faults and form a recommendation based on the value of the material as a whole and not on passages taken out of context.
 - c. Prepare a written recommendation giving substantiating reasons for support.
 - d. File a copy of the recommendations with the Superintendent for directions as to implementation.

10. The attached forms are intended to help the evaluation and re-evaluation processes.

Christian Jr/Sr High School

LIBRARY MEDIA CENTER

BOOK EVALUATION SHEET

Reviewer's Name: _____ *Date received:* _____

Title of Book: _____

Author: _____

We would like to have you critically read this book and return it to the library media teacher by: _____

Please review the questions below before and during the reading. Fill out this information after you have read the book; place this sheet in the book and return them to the library media teacher. Thank you for your cooperation.

- *Have you read other books by this author?* _____
- *Is there any change in the morality of this author's work?* _____
- *Education or age level of the book:* _____
(elementary, junior high, senior high, or college)

*Does the book contain foul language, immoral (sexual) thought or action, heresy, violence, or . . . ? .
? . ? Please specify and note pages:*

Is this book suitable to have in a Christian school library? _____
Note undesirable sections by inserting a marker between the pages.
Add other comments you would like to make concerning this book.

REQUEST FOR RECONSIDERATION OF A WORK

Author _____ Hardback____ Paperback_____

Title _____

Publisher (if known) _____

Request initiated by _____

Telephone _____ Address _____

City/State/Zip _____

1. To what in the work do you object? Please be specific. Cite pages. _____

2. What of value is there in this work? _____

3. What do you feel might be the result of reading this book? _____

4. For what age group would you recommend this book? _____

5. Did you read the entire work? _____ If not, what pages or sections?

6. Are you aware of the judgment of this work by critics? _____

7. Are you aware of the teacher's purpose in using this work? _____

8. What do you believe is the theme or purpose of this work? _____

9. What would you prefer the school do about this work?
- _____ Do not assign or recommend it to my child.
 - _____ Withdraw it from all students.
 - _____ Send it back to the department for re-evaluation.

10. In its place, what work of equal value would you recommend that would convey as valuable a picture and perspective of a society or a set of values? _____

12. 11.910.9 Library Science Student Responsibilities
- a. Students assigned to the course entitled Library Science will become familiar with all aspects of LMC work as described in the Library Science Notebook. This is a graded course with high expectations for student library assistants. Only students who are honest and demonstrate a good work ethic will be considered for this course.
13. 910.10 Promotion of Information Literacy
- b. The Library will develop and maintain an information literacy model outlining and describing a hands-on process whereby students work toward independence as information users. The LMT will use the principles outlined in *Information Power*¹ in collaborating with subject area teachers for the purpose of delivering an information literacy curriculum. “While it is the student’s responsibility to internalize the skills, concepts, and processes that lead to information literacy, the classroom teacher, library media specialist, and principal work collaboratively to ensure that the student has opportunities within the context of the school’s curriculum to acquire these competencies.”²
 - c. Use and Care of Library Materials and Equipment
 - d. All students must have an Acceptable Use Policy (AUP) on file in the Library Media Center. The AUP must be signed by the student’s parent/guardian, granting permission to use the Internet at school and signifying agreement to the acceptable policies. The posted computer rules will be enforced by the LMT in an effort to (1) protect the students from objectionable material, (2) protect the equipment from misuse, and (3) avoid wasting paper, toner, ink, and other supplies.
 - e. Proper use of research materials by students necessitates that teachers require academic integrity on assigned research projects. Plagiarism will not be tolerated. Honesty and accuracy in the proper citation of sources will be taught by the LMT and required by classroom teachers on student assignments.
14. 910.12 Copyright Guidelines
- a. Section 106 of the copyright law reserves six rights to the copyright owner: reproduction, adaptation, distribution, performance, display, and digital transmission of sound recordings. The Copyright Fair Use law gives citizens special exceptions to the strict legal copyright requirements. These exceptions have been made for the purpose of the advancement of knowledge and scholarship. Congress intends to protect the rights of the author while still allowing legitimate educational and research uses of copyrighted materials. The four tests of Fair Use which educators must consider before copying anything are as follows:
 - i. **Purpose and character of use.** A non-profit school may use copyrighted material for educational purposes during the process of criticism, commentary, or new reporting on the work.
 - ii. **Nature of the copyrighted work.** Facts themselves are free to use, but the creative arrangement and presentation of them belong to the owner of the copyright. Unpublished works are more closely protected than those that are published. This would include materials such as letters, diaries, family photos, e-mails, unpublished manuscripts, etc.
 - iii. **Amount of work used.** A small part of a larger work, such as a novel, is usually okay, but not most or all of a work, such as a poem or picture book. **Essence of work:** If one uses something that embodies the entire piece within a small segment, one has -- in essence -- used the entire work. Common problems under this factor include using identifiable portions of songs, using graphics, and using poetry.
 - iv. **Effect of use on market for or value of work.** If your use would deprive someone of sales, this factor would come into play. If your use would somehow disparage the original author, or his work, even in ways you might not imagine or agree with, this factor can become significant. Any use that transfers money would not pass this test, and

¹American Association of School Librarians and Association for Educational Communications and Technology. *Information Power*. Chicago: American Library Association, 1988.

²Langhorne, Mary Jo, ed. *Developing an Information Literacy Program K-12*. How-To-Do-It Manuals for Librarians. No. 85. New York: Neal-Schuman, 1998.

would be considered **commercial use**. Example would be unlicensed/unpermitted copyrighted graphics in the school yearbook, selling CDs of the band concert, or t-shirts with a cartoon on them. Creating links to Web pages may result in implied relationships and/or **misrepresentation of relationships** that are offensive to the owners of the sites to which pages are linked, especially if using framing technology that hides the URLs of the original site.

- v. A good rule to go by is for a teacher to ask himself what would happen if everyone were to do what he is proposing to do, before actually copying and distributing something.
- vi. Conditional rights to use or reproduce certain copyrighted materials are provided as long as defined guidelines are met. These are often referred to as the “Congressional Guidelines” or the “fair use guidelines” <http://www.musiclibraryassoc.org>. They are not law, but are the Congress intent in enacting the law. These include tests of **brevity** (defined by specific lengths and numbers of items), **spontaneity**, and **cumulative effect**. Spontaneity means that the use is at the instance and inspiration of the individual teacher (not her department head or administrator), and that the decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

b. Print Materials

- i. You may use public domain materials (anything published before 1923) for any purpose whatsoever. Anything published after 1923 but before 1976 that were not registered appropriately, or not renewed are also in the public domain (PD).
- ii. A teacher may copy (or ask to have copied) for the purposes of research, teaching, or preparation for teaching any of the following:
 - 1. A single copy of a chapter from a book;
 - 2. A single copy of an article from a periodical or newspaper;
 - 3. A single copy of a short story, short essay, or short poem, even if it is contained in a collection;
 - 4. A single copy of a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper. The term “graphics” covers paintings, photographs, lithographs, serigraphs, etchings, maps, diagrams, charts, posters, and illustrations. This may be on a transparency or scanned into PowerPoint and used in that format. (Incorporating such designs into bulletin boards, handouts, notes to parents, and other decorative uses in the classroom or library is not permissible. The rights of reproduction, adaptation, and display are the rights of the copyright owner.)
- iii. **Significant prohibitions to the print permission** applicable to single copies for teachers:
 - 1. Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately. (I.e., you can’t create your own books by gathering bits and pieces from other sources, such as notebooks of editorial cartoons, comic strips, series of essays, etc.)
 - 2. There shall be no copying from works intended to be “consumable” in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets, and like consumable material.
 - 3. Copying shall not: substitute for the purchase of books, publisher’s reprints, or periodicals; be directed by higher authority; or be repeated with respect to the same item by the same teacher from term to term.
 - 4. While copying some portion of the text is acceptable, copying more than the limited chapter, article, essay, or chart described in the law would be considered to be substituting for the personal purchase of the work and would therefore be in violation of the Congressional guidelines and of the copyright law itself. Nor is the teacher allowed to make an audio recording of a work to help a struggling

student. Since copying may not be “directed by higher authority,” an administrator, curriculum director, supervisor, or department head cannot direct a teacher or other staff member to copy copyrighted materials under fair use for whatever purpose. An individual teacher must initiate the copying for that teacher’s use.

- iv. Copying in multiple units for student use in a classroom setting is permissible if certain tests are met:
 - 1. An instructor may not make more than **one copy of the item for each student** in the course;
 - 2. Each item copied must be used **for classroom use** or for discussion;
 - 3. Each copy must include a **notice of copyright**. Failure to include this notice is a violation of the Digital Millennium Copyright Act because it removes what is known as copyright management information.
- v. **Brevity:** (1) 250 words or less of a poem; (2) 2,500 words or less of an essay; (3) 1,000 words or less of a play, novel, or letter, or 10 percent of the whole, *whichever is less*; (4) only two pages of a picture book (as long as those two pages do not comprise more than 10 percent of the text of the book); (5) graphics: one chart, graph, drawing, cartoon, diagram, or picture may be copied per book or periodical issue, and they must be exact, not altered in any way.
- vi. **Spontaneity:** The idea to make multiple copies must be initiated by the individual teacher, not a department head or principal, for example.
- vii. **Cumulative effect:** Copying should not substitute for purchase of books and periodicals. During a class term, a teacher may make class copies of one short poem, article, story, or essay or two excerpts from the same author. If the copies are taken from a collective work (a book of poetry or essays by multiple authors, for example), the teacher is limited to three or fewer items during a class term. Periodical articles are also limited to three or fewer items copied from one periodical volume (not issue) during one term. Current news articles (less than two months old) from newspapers and magazines are exempt from this requirement.
- viii. **No more than nine instances** of such multiple copying can occur for one course during one class term.

c. Scanned Materials and those Used in an Electronic Format:

- i. Scanning a copyrighted illustration may be a copyright violation. Only the copyright owner has the rights of reproduction, adaptation, and display, among others.
- ii. A student may use a scanned copyrighted image in a report, but the student must retain ownership of the report once it is graded. The teacher may not retain that report (or a copy of it), nor may he or she reproduce it for a workshop.
- iii. If the student’s work is a multimedia presentation, it may only be displayed for the students and teachers in the class for which it was prepared.
- iv. A staff member cannot scan a cartoon or article into a newsletter for distribution to the faculty or parents.
- v. A scanned copy of a famous photograph cannot legally be modified by computer graphics into a similar, or even quite different, image.
- vi. Performance of a musical work of a religious nature in the course of services at a place of worship or other religious assembly does not require permission to be granted from the copyright holder. *This does not cover copying music or projecting the words of songs on a screen.* Creating a PowerPoint slide or a transparency for an overhead projector is an infringement if the work is copyrighted. Christian Copyright Licensing International sells annual licenses to churches to give them legal authorization to use more than 150,000 songs for congregational use. CCLI requires that a copyright notice appear once for each song and should include song title, writer credit(s), and copyright information.

Simpson, Carol. *Copyright for Schools: a Practical Guide*. 4th ed. Worthington, OH: Linworth Pub., 2005. (3/2009)
(Section 910 updated on 5/18/05)

2. AUDIO VISUAL SERVICES

(The information presented here was originally approved by the School Board in July 1992 as part of the Library Media Center Faculty Handbook)

The audio visual (AV) equipment, supplies, services, and nonprint media are selected with the same objectives and criteria with which the print media is selected (see Section 910.8 SELECTION POLICY), and these materials and services are intended to supplement and enhance the instructional program.

Equipment Available

Movie projectors (16 mm)
Slide projectors
Filmstrip projector
LCD/video projectors
TVs/VCRs in each class room
Cassette players
Phonograph record player
Video camera & tripod
Laserdisc players
CD players
Headphone sets
Remote controls for equipment
Carts for projectors
Digital camera
Portable screen
Ellison die cut center (for use in LMC)
27-inch Laminating machine (for use in LMC)

b. 930.2 Check-out Policy

- i. AV equipment and supplies may be checked out only by teachers and staff, and used only on the school campus. Nonprint media (DVDs, videos, etc.) may be used only for the courses for which they are purchased, since each item has been purchased to coordinate with and supplement specific curriculum. Equipment and media are to be returned promptly when due.

c. 930.3 Care of Equipment

- i. Unaccountable disappearances of any equipment are to be reported immediately to the Library Media Teacher. Equipment is to be sent to the LMC for repairs or lamp replacements. Any equipment not secured in a mount or bracket in the classroom is to be locked in an office, closet, or desk when not in use. This includes LCD/video projectors, DVD players, and all remote controls. The exception to this requirement is overhead projectors.

d. 930.4 Care of Media

- i. Proper care of videos and/or DVDs is the responsibility of the teacher checking them out. The media is to be protected from heat of any kind. Damage resulting from misuse or neglect will result in the teacher being assessed a fee to replace the media at the current price plus a processing fee.

a. Use of Media

- ii. Whether media is brought from another source or checked out from the LMC, proper adherence to copyright law is to be made. Any item shown to students must be previewed by the teacher. Teachers are to be made aware of the following guide as each school year begins:

3. DVD/VIDEO COPYRIGHT GUIDE

a. Copyright ownership rights:

- i. Sole right to make or authorize copies
- ii. Sole right to prepare derivative (cut or abridged) works
- iii. Sole right to distribute copies
- iv. Sole right to authorize public performances*

b. Allowances have been made for showing home video tapes/DVD's in the classroom providing that the performance

b. Be given by the teacher or a pupil in the class

- i. Be in a nonprofit educational institution?

- ii. Be part of a regular instructional setting
- iii. Be limited to when the instructor and students are in a face-to-face situation, i.e., not for entertainment or extra-curricular events
- iv. Takes place in a classroom or a similar place devoted to instruction
- c. Fair Use, a legal provision which recognizes that certain uses do not require permission from the copyright owner, evolved through judicial decisions on rules above. Fair Use requires that you
 - v. Determine the purpose and character of the use
 - vi. Examine the nature of the copyrighted work
 - vii. Determine the amount and substantiality of the portion used
 - viii. Examine the effect of your use upon the potential market value of the material (Even if you own the tape, it's illegal to copy it)
- d. Taping off the air for educational purposes endangers the potential market for copyright owners. U.S. Congressman Kastenmeier, Chairman of the Copyright Subcommittee, helped to establish the following guidelines in 1979:
 - ix. Off air program may be taped only at teacher's request
 - x. It must be shown within 10 schooldays after taping
 - xi. It may be repeated once, and kept for an additional 35 days
 - xii. It must be erased unless permission has been granted to keep it
 - xiii. Each program may be done once per teacher regardless of how many times broadcast.
- e. Teachers must obtain written permission to show or duplicate materials beyond what the law allows as outlined above. *Definition of *public performance*: To perform a film or video at a place open to the public or at any place where a substantial number of people outside of a normal circle of a family and its social acquaintances are gathered. Includes classrooms, libraries, auditoriums.

(updated 5/16/05)

*****Reminder as you are cleaning your rooms and offices*****

Library Media & Equipment

- a. Audio visual equipment and media purchased with school funds should be brought to the Library Media Center by the end of each school year to be processed. Equipment manuals, receipts, and copies of the registration information must be included for our files. Processed equipment and media may then be checked out at the beginning of the following school year. Any equipment or media purchased for a particular course will be marked accordingly.
- b. Teachers are invited to weed obsolete media from library shelves each year. Outdated or ineffective videos and other media should be pulled out of circulation, making room for current, highly recommended titles.

Rationale for Policy:

- a. Central accounting of all equipment and media used in the classroom helps to identify the location of each item.
- b. Losses become evident on a yearly basis, allowing decisions to be made about replacements or substitutions.
- c. Library records help identify losses by theft for insurance purposes and replacement. Serial numbers, receipts, dates of purchases, costs, and locations of items are necessary information for this process.
- d. Central processing prevents duplication of purchases made to support individual program needs, thus saving funds.
- e. Collaboration between department members and Librarian regarding media and equipment results in program needs being more readily identified and met. The LMC's selection tools and criteria may be employed in meeting these needs, as well as available AV and Library funds.
- f. All media for a particular course is housed in one central location, instead of in individual classrooms and offices. This facilitates the needs of newer teachers, easily letting them know what is available to support their curriculum. It also helps those who are sharing media due to multiple teachers teaching the same course.
- g. Equipment directions and other paperwork are easily accessible for clarification in operating equipment, or for returns if equipment stops working. Boxes are stored for needed returns.

- h. Accession lists may be computer-generated for any subject, media type, and/or age of media requested. Lists may be used in determining needs and in program planning.

5/05

Mathematics Department

1. General Policies
 - a. Criteria for moving back into the honors program
 - i. If moved out, must be out one semester before reentering the honors program
 - ii. 95% in the regular class
 - iii. MDTP testing for all new students requesting an honors class and students who did not take the previous course at CHS
 - iv. All 6th graders in the district must take the MDTP Pre-Algebra test in the spring of their 6th grade year.
 - b. What makes an honors class? Must include 4:
 - i. Writing
 - ii. Extended Reading
 - iii. Real world situations projects
 - iv. Open-ended research investigations
 - v. Integration of technology
 - vi. Deeper exploration into the culture, values, and history of the discipline
 - vii. Problem solving through imagination, critical analysis and application
 - viii. Contract
 - c. The students must maintain the required percentage to remain in the class. On appeal, students within a 5% range of that would be allowed in the class. This would be accompanied by a contract. The essence of this contract would be that parents and students agree to provide additional support, as needed. In addition, they must recognize that the pace of the class will not slow down.
2. As teachers, and with support of administration, we hold the right to recommend for an immediate schedule change if the individual student is misplaced.

Specific Course Placements

Geometry before Algebra 2

Lab- Pre- Algebra A/B

1. Entrance placement
 - a. 6th grade teacher recommendation
 - b. Scores on entry math test
 - c. Scores below a 23% on Pre- Algebra MDTP
2. Continuing in class
 - a. 1st quarter – 7th graders with 80% in Pre-Algebra materials (Tests and Quizzes) move to regular Pre Algebra
 - b. 1st quarter- 8th graders with 90% in Pre-Algebra materials and teacher recommendation move to Alg 1A
 - c. Students moved to regular classes from lab must maintain a 70% at the semester or will be moved back to lab at the semester.
3. Advancement to Alg 1A
 - a. 70% at end of year in Pre Alg materials (Tests and Quizzes)
 - b. Students below 70% in Pre-Alg. Materials (Tests and Quizzes) will do Pre-Alg B the following year

7th grade / Pre Algebra

1. Entrance placement
 - a. Stanford 10
 - b. Pre Algebra MDTP- Less than 23% to Pre-Alg A
 - c. Math entry test
2. Continuing in class – 70% or higher
 - a. 1st quarter- below 60% on pre-algebra materials at first quarter move to Pre-Alg A
 - b. 1st semester- 70% or lower to Pre-Alg A
3. Advancing to Alg 1 the following year
90% in Pre- Algebra
4. Advancing to Alg. 1A the following year
70 – 89% in Pre-Algebra
Less than 70% in Pre-Algebra goes to Pre-Alg B in 8th grade

Algebra 1 – 8th grade

1. Entrance placement
 - a. incoming 7th graders
 - i. 95% on the Pre-Algebra MDTP test (no help, no calculators) and 90% on the MDTP Algebra 1 test
 - b. 8th graders
 - i. 90% in Pre- Algebra
2. Continuing in class
 - a. First quarter- 80-85% on contract, below 80% to Alg 1A
 - b. First semester- 80-85% on contract, below 80% to Alg 1A
3. Advancement
 - a. less than 80% to Alg 1B
 - b. 80%-89% to regular Geometry
 - c. 90-100% in Alg 1 and mastery in all categories of Alg 1 MDTP to Honors Geometry

Algebra 1A- 8th Grade

1. Entrance placement
 - a. 70% in Pre Algebra
2. Continuing in class
 - a. 1st quarter – below 70% move to Pre-Alg B stay for remainder of year
 - b. 1st semester- less than 70% to Pre Alg B
3. Advancement to 1B
 - a. 75% or better in class and 65% on the final

Algebra 1B

1. Entrance placement
 - a. 75% or better in Algebra 1A
 - b. 65 % on the final
2. Continuing in class
 - a. 1st semester- below 70% to Alg 1A
 - b. 2nd semester-below 70% to Alg 1 the following year
3. Advancement to Geometry
 - a. 85% or better in Algebra 1B and 65% on the final
4. Advancement to College Algebra
 - a. 70%-85%

Algebra 1A – High School

1. Entrance Placement
 - a. 70 % in Pre Algebra
2. Continuing in class
 - a. 1st quarter – below 70% move to Pre-Alg B stay for remainder of year

- b. 1st semester- less than 70% to Pre Alg B
- 3. Advancement to 1B
 - a. 75% or better in class and 65% on the final

Algebra 1- High School

- 1. Entrance Placement
 - a. 80% in Pre Algebra
- 2. Continuing in class
 - a. First quarter- 80-85% on contract, below 80% to Alg 1A
 - b. First semester- 80-85% on contract, below 80% to Alg 1A
- 3. Advancement
 - a. less than 80% to Alg 1B
 - b. 80%-89% to regular Geometry
 - c. 90-100% in Alg 1 and mastery in all categories of Alg 1 MDTP to Honors Geometry

College Algebra

- 1. Entrance Placement
 - a. 70-85% in Alg 1B
- 2. Continuing in class
 - a. at the quarter below 70% to Algebra 1
 - b. at the semester; below 70% to Algebra 1
- 3. Advancement to Geometry
 - a. 70% or higher

Regular Geometry

- 1. Entrance Placement
 - a. 80% or better in Algebra 1 and 70% on the final
- 2. Continuing
 - a. 1st semester- 69% the end of the first semester and a failing test average and/or a 60% or lower on the final conference with parents and discuss the options including 1B and Alg 1
- 3. Advancement to Algebra 2
 - a. 75% or better in Algebra 1 and 65% on the final
- 4. With teacher recommendation, Geometry can be doubled up with another math class. It should be taken starting after Algebra 1 and before Calculus.

Honors Geometry

- 1. Entrance placement
 - a. 90-100% in Alg 1 or 95% in Algebra 1B
 - b. MDTP scores
- 2. Continuing
 - a. First quarter- 80-85% on contract, below 80% to Regular Geometry
 - b. First semester- 80-85% on contract, below 80% to Regular Geometry
- 3. Advancement to Honors Algebra 2
 - a. End the year with 85%
 - b. 70% on the final
- 4. With teacher recommendation, Honors Geometry can be doubled up with another math class. It should be taken starting after Algebra 1 and before Calculus.

Honors Algebra 2

- 1. Entrance Placement
 - a. 85% in Honors Geometry, 70% on the final
 - b. 95% in regular Geometry, 70% on the final
- 2. Continuing in class
 - a. First quarter - 80-85 % on contract
 - b. First semester- below 85% moves to Regular Algebra 2
- 3. Advancement to Honors Pre-Calculus
 - a. End the year with 85% and 70% average on both finals

Algebra 2

1. Entrance placement
 - a. 70% in Geometry, 65% on second semester final
 - b. 80% or higher in Algebra 1 or 85% or higher in Alg 1B
2. Continuing
 - a. First semester- 65%-70% drop class and goes to College Algebra
 - b. First semester- under 65% drop class and goes to Algebra 1
3. Advancement
 - a. Below 85% to ICM
 - b. Above 85% to Pre-Cal

Honors Pre-Calculus

1. Entrance placement
 - a. 85% in Honors Algebra 2 and 70% on both finals
 - b. 95% and teacher recommendation in Regular Algebra 2
2. Continuing
 - a. First quarter- 80-85% on contract
 - b. First semester- below 85% moves to Regular Pre-Cal
3. Advancement to AP Calculus
 - a. End the year with 85% and 70% average on the finals
 - b. End of year with 80-85% on contract to AP Cal

Pre-Calculus

1. Entrance placement
 - a. 85% in Algebra 2
 - b. 70% on the final
2. Continuing
 - a. First semester- under 65% drops class
3. Advancement to Stats
 - a. 70% in class
 - b. 70% on the final
4. Advancement to Calculus
 - a. 80% in the class
 - b. 70% on the final
5. Advancement to AP Cal
 - a. 90% to AP Cal on contract

Intro to College Mathematics

1. Entrance placement
 - a. 70%-85% in Algebra 2
2. Continuing
 - a. No requirements for dropping class but graduation credits must be looked at

Calculus

1. Entrance placement
 - a. 85% in Pre Cal
 - b. 80% in Honors Pre Calc
2. Continuing
 - a. First-Semester-below a 70% you drop the class

AP Statistics

1. Entrance placement
 - a. 87% in ICM class and 70% on the final
 - b. 85% in Pre Cal and 70% on the final
2. Continuing
 - a. First semester- under 65% drops class
3. AP Statistics can be doubled with AP Calculus
4. For seniors only: can be taken after Algebra 2 with teacher recommendation

AP Calculus AB

1. Entrance placement
 - a. 85% in Honors Pre-Cal
 - b. 80-85% in Honors Pre Cal on contract
 - c. 90% in Pre Cal on contract
 - d. 70% average on the finals
 - e. Successful completion of summer work, turned in on the first day of class.
2. Continuing in class
 - a. First semester under 70% drops the class and goes to Calculus

Specific Course Placements

Algebra 2 before Geometry

Lab- Pre- Algebra A/B

1. Entrance placement
 - a. 6th grade teacher recommendation
 - b. Scores on entry math test
 - c. Scores below a 23% on Pre- Algebra MDTP
2. Continuing in class
 - a. 1st quarter – 7th graders with 80% in Pre-Algebra materials (Tests and Quizzes) move to regular Pre Algebra
 - b. 1st quarter- 8th graders with 90% in Pre-Algebra materials and teacher recommendation move to Alg 1A
 - c. Students moved to regular classes from lab must maintain a 70% at the semester or will be moved back to lab at the semester.
3. Advancement to Alg 1A
 - a. 70% at end of year in Pre Alg materials (Tests and Quizzes)
 - b. Students below 70% in Pre-Alg. Materials (Tests and Quizzes) will do Pre-Alg B the following year

7th grade / Pre Algebra

1. Entrance placement
 - a. Stanford 10
 - b. Pre Algebra MDTP- Less than 23% to Pre-Alg A
 - c. Math entry test
2. Continuing in class – 70% or higher
 - a. 1st quarter- below 60% on pre-algebra materials at first quarter move to Pre-Alg A
 - b. 1st semester- 70% or lower to Pre-Alg A
3. Advancing to Alg 1 the following year
 - 90% in Pre- Algebra
4. Advancing to Alg. 1A the following year
 - 70 – 89% in Pre-Algebra
 - Less than 70% in Pre-Algebra goes to Pre-Alg B in 8th grade

Algebra 1 – 8th grade

1. Entrance placement

- a. incoming 7th graders
 - i. 95% on the Pre-Algebra MDTP test (no help, no calculators) and 90% on the MDTP Algebra 1 test
- b. 8th graders
 - i. 90% in Pre- Algebra
- 2. Continuing in class
 - a. First quarter- 80-85% on contract, below 80% to Alg 1A
 - b. First semester- 80-85% on contract, below 80% to Alg 1A
- 3. Advancement
 - a. less than 80% to Alg 1B
 - b. 80%-89% to regular Algebra 2
 - c. 90-100% in Alg 1 and mastery in all categories of Alg 1 MDTP to Honors Algebra 2

Algebra 1A- 8th Grade

- 1. Entrance placement
 - a. 70% in Pre Algebra
- 2. Continuing in class
 - a. 1st quarter – below 70% move to Pre-Alg B stay for remainder of year
 - b. 1st semester- less than 70% to Pre Alg B
- 3. Advancement to 1B
 - a. 75% or better in class and 65% on the final

Algebra 1B

- 1. Entrance placement
 - a. 75% or better in Algebra 1A
 - b. 65 % on the final
- 2. Continuing in class
 - a. 1st semester- below 70% to Alg 1A
 - b. 2nd semester-below 70% to Alg 1 the following year
- 3. Advancement to Algebra 2
 - a. 85% or better in Algebra 1B and 65% on the final
- 4. Advancement to College Algebra
 - a. 70%-85%

Algebra 1A – High School

- 1. Entrance Placement
 - a. 70 % in Pre Algebra
- 2. Continuing in class
 - a. 1st quarter – below 70% move to Pre-Alg B stay for remainder of year
 - b. 1st semester- less than 70% to Pre Alg B
- 3. Advancement to 1B
 - a. 75% or better in class and 65% on the final

Algebra 1- High School

- 1. Entrance Placement
 - a. 80% in Pre Algebra
- 2. Continuing in class
 - a. First quarter- 80-85% on contract, below 80% to Alg 1A
 - b. First semester- 80-85% on contract, below 80% to Alg 1A
- 3. Advancement
 - a. less than 80% to Alg 1B
 - b. 80%-89% to Algebra 2
 - c. 90-100% in Alg 1 and mastery in all categories of Alg 1 MDTP to Honors Algebra 2

College Algebra

1. Entrance Placement
 - a. 70-85% in Alg 1B
2. Continuing in class
 - a. at the quarter below 70% to Algebra 1
 - b. at the semester; below 70% to Algebra 1
3. Advancement to Algebra 2
 - a. 70% or higher

Honors Algebra 2

1. Entrance Placement
 - a. 80% or better in Algebra 1 and 70% on the final
 - b. 95% in regular Geometry
2. Continuing in class
 - a. First quarter - 80-85 % on contract
 - b. First semester- below 85% moves to Regular Algebra 2
3. Advancement to Honors Geometry
 - a. End the year with 85% and 70% average on both finals

Algebra 2

1. Entrance placement
 - a. 80% in Alg 1
 - b. 85% in Alg 1B
 - c. 70% in College Algebra
 - d. 65% on second semester final
2. Continuing
 - a. First semester- 65%-70% drop class and goes to College Algebra
 - b. First semester- under 65% drop class and goes to Algebra 1
3. Advancement
 - a. 70% to Geometry

Regular Geometry

1. Entrance Placement
 - a. 70% or better in Algebra 2 and 65% on the final
2. Continuing
 - a. 1st semester- 69% the end of the first semester and a failing test average and/or a 60% or lower on the final conference with parents and discuss the options including 1B and Alg 1
3. Advancement to ICM
 - a. 70% or better in Algebra 2 and 70% on the final
 - b. Below 75% in geometry
4. Advancement to Pre-Calculus
 - a. 80% or better in Algebra 2 and 70% on the final
 - b. 75% or better in Geometry
5. With teacher recommendation, Geometry can be doubled up with another math class. It should be taken starting after Algebra 1 and before Calculus.

Honors Geometry

1. Entrance placement
 - a. 90-100% in Alg 1 or 95% in Algebra 1B
 - b. 85% in Honors Algebra 2 and 70% on both finals
 - c. MDTP scores

2. Continuing
 - a. First quarter- 80-85% on contract, below 80% to Regular Geometry
 - b. First semester- 80-85% on contract, below 80% to Regular Geometry
3. Advancement to Honors Pre-Calculus
 - a. End the year with 85%
 - b. 70% on the final
4. With teacher recommendation, Honors Geometry can be doubled up with another math class. It should be taken starting after Algebra 1 and before Calculus.

Honors Pre-Calculus

1. Entrance placement
 - a. 85% in Honors Algebra 2 and 70% on both finals
 - b. 95% and teacher recommendation in Regular Algebra 2
 - c. 85% in Honors Geometry, 70% on the final
2. Continuing
 - a. First quarter- 80-85% on contract
 - b. First semester- below 85% moves to Regular Pre-Cal
3. Advancement to AP Calculus
 - a. End the year with 85% and 70% average on the finals
 - b. End of year with 80-85% on contract to AP Cal

Pre-Calculus

1. Entrance placement
 - a. 85% in Algebra 2
 - b. 70% on the final
2. Continuing
 - a. First semester- under 65% drops class
3. Advancement to Stats
 - a. 70% in class
 - b. 70% on the final
4. Advancement to Calculus
 - a. 80% in the class
 - b. 70% on the final
5. Advancement to AP Cal
 - a. 90% to AP Cal on contract

Intro to College Mathematics

1. Entrance placement
 - a. 70%-85% in Algebra 2
2. Continuing
 - a. No requirements for dropping class but graduation credits must be looked at

Calculus

1. Entrance placement
 - a. 85% in Pre Cal
 - b. 80% in Honors Pre Calc
2. Continuing
 - a. First-Semester-below a 70% you drop the class

AP Statistics

1. Entrance placement
 - a. 87% in ICM class and 70% on the final
 - b. 85% in Pre Cal and 70% on the final
2. Continuing
 - a. First semester- under 65% drops class
3. AP Statistics can be doubled with AP Calculus
4. For seniors only: can be taken after Algebra 2 with teacher recommendation

AP Calculus AB

1. Entrance placement
 - a. 85% in Honors Pre-Cal
 - b. 80-85% in Honors Pre Cal on contract
 - c. 90% in Pre Cal on contract
 - d. 70% average on the finals
 - e. Successful completion of summer work, turned in on the first day of class.
2. Continuing in class
 - a. First semester under 70% drops the class and goes to Calculus

Physical Education Department

1. Students must dress out daily, even if not participating due to injury. Students will wear a complete PE uniform, which parents will need to purchase from Educational Outfitters.
2. Parent notes for excused PE sessions may be used for 3 days. This note should be dated and specify which dates are requested. After 3 days, a doctor's note will be required in order to excuse a student from PE.
3. Each student must have a uniform and will be expected to wear it each day in PE. Students may not borrow uniforms from other students. Students may wear approved sweats during inclement weather.
4. Students will be loaned a lock and locker. These are school property and will be repaired/replaced at the student's expense should damage occur.
5. Grades are based on two criteria: 50% for participation and 50% for improvement on fitness testing.

Practical Arts Department

Since courses are varied in nature, the policies of each course are listed on the course syllabus. The expectation, however, is that they do not conflict with general academic policies and, if they do, the general academic policy prevails.

Science Department

1. Regulations regarding the acceptance of late homework is at the discretion of the individual teacher.

Honors Anatomy

Students must have earned at least a 90% in regular Biology or an 85% in Honors Biology in order to qualify.

Honors Biology

Students must have earned at least a 90% in Physical Science in order to qualify. Students wishing to proceed from Science 8 to Regular Biology must have earned a 90% or better in Science 8 and score in at least the 85th percentile on the Stanford 10 science test. Students wishing to proceed from Science 8 to Honors Biology must have earned a 95% or better in Science 8 and scored in at least the 95th percentile on the Stanford 10 science test.

Regular Chemistry

Students must have taken and passed or currently be taking and passing Algebra II in order to enroll in this course.

Honors Chemistry

Students must have earned at least a 90% in regular biology or an 80% in honors biology in order to qualify. In addition, students should have completed or be taking Algebra II with a grade of 85% or better.

AP Biology

Students must have earned at least 85% in honors biology or 95% in regular biology in order to qualify for this class. In addition, summer work must be completed and turned in on the first day of school in order to remain in the class.

AP Chemistry

Students who have taken prerequisite chemistry must have earned at least 90% in honors chemistry or 95% in regular chemistry in order to qualify. Students who have not taken previous chemistry classes must have successfully completed Algebra II with a grade of 95% or higher or Honors Algebra II with a grade of 90% or higher. In addition, summer work must be completed and turned in on the first day of school in order to remain in the class.

AP Physics

Students must have earned at least a 90% in Algebra II honors and a 95% in Algebra II regular in order to qualify. In addition, summer work must be completed and turned in on the first day of school in order to remain in the class.

In order to remain in any honors/AP science course, students must earn a grade of 80%. Students not earning this score will be moved out of the course at the end of the first quarter and again at the end of the first semester.

Hold Harmless Agreement

Upon enrollment at CJHS/CHS parents, legal guardians, or Organizations, agree that they shall defend, indemnify and hold harmless Christian Unified Schools of San Diego (CUSSD) and its representatives from any and all claims, causes of action, demands, costs, damages including both direct and consequential damages, specifically including attorneys fees and costs, expert fees and cost and mediation and/or arbitration fees and costs incurred, arising in any way out of the actions of their student. They further agree at their own expense, to defend any suit or action brought against CJHS/CHS founded upon the claim of such damage to persons or property. This indemnity agreement applies to both active and passive negligence on the part of CJHS/CHS and its representatives to the fullest extent permissible under law. Choice of counsel remains solely that of CJHS/CHS.